

Job Description

Job Title Classroom Curriculum Music Teacher

Grade Qualified Teachers Main M6

Overall purpose of the job

Curriculum Music Teachers deliver whole-class curriculum music lessons as part of the delivery team in schools across Cambridgeshire shaping and supporting the musical education of pupils across multiple schools.

Postholders have a proven track record of practice across music education, and are able to provide this particularly from Early Years up to the end of Key Stage 2. Experienced in the delivering of secondary whole-class work is useful, but not essential. Postholders consistently demonstrate an ability to plan and deliver engaging content which allows all pupils to make meaningful progressions in their musical learning, developing key skills and understanding of a wide range of music, through enjoyable lessons.

Main accountabilities

	Main accountabilities
1.	Design and teach high quality and engaging whole-class music lessons that inspire pupils and help them to develop musical skill, knowledge and understanding through sequential and progressive learning
2.	Create broad and balanced music planning that sets high expectations and is inclusive of all learners, regardless of ability
3.	Develop detailed, practical and inspired schemes of work that demonstrate good subject and curriculum knowledge and are differentiated to support all pupil abilities and learning journeys.
4.	To assess and monitor the progress made by all students in your classes, ensuring that this is shared with the relevant school/s whilst adhering to data protection agreements.
5.	Contribute to and support a reasonable proportion of school events and activities (in line with guidance for use of directed and non-directed time under TPC)
6.	Contribute to, support and be actively involved in on a regular basis service extra curricular activities in the schools in which you deliver whole class work

7.	Promote Cambridgeshire Music opportunities outside of your whole class work and encourage schools, students and their friends and families to engage with these. For example, membership and participation in area music centre
8.	Attend inset and service training and follow an agreed program of CPD
9.	To demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
10.	<p><u>For Teachers on UPR</u></p> <p>Teachers on Upper Pay scale will have appropriate performance management objectives to demonstrate:</p> <p>a) that the teacher is highly competent in all elements of the relevant standards; and</p> <p>b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. There are a number of ways of doing this within the service's work and the additional information given below indicates some of these.</p>

Safeguarding commitment *(Include for roles involving work with children/vulnerable adults)* We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.

Person Specification

Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

Qualifications Required	Subject	Essential/ Desirable
PGCE/BEd - Qualified Teacher Status (QTS)	Music / Secondary Music	Desirable
Educated to degree level or equivalent	Music	Essential

Grade 8 or equivalent on main instrument or study or equivalent methodology such as music technology	Music	Essential
--	-------	-----------

Minimum levels of knowledge, skills and experience required for this job

<i>Identify</i>	<i>Describe</i>	<i>Essential/ Desirable</i>
Knowledge		
Key documentation	Evidence of a thorough understanding of the Teaching Standards for schools in England and current key music documentation, such as the National Curriculum for Music, Model Music Curriculum and National Plan for Music	Essential
Planning	Ability to plan schemes of work in line with the expectations of the National Teaching Standards for schools in England. Your thorough understanding of key music documentation (see above) will ensure that your planning provides all students with the opportunity to experience a broad and balanced music curriculum while developing musical skills and learning through engaging lessons.	Essential
Assessment and monitoring	Evidence of monitoring, recording (where appropriate and in line with school and Cambridgeshire Music policies), and providing feedback on your pupils work in a constructive manner. You will assess progress and attainment to support all pupils in fulfilling their potential, and share appropriate data to the schools in which you teach. This will include report writing.	Essential
Project and workshop	Experience of designing, planning and delivering projects and courses including the management of costs.	Desirable

planning and leading		
Music technology	Ability to use effectively at least two different types of Digital Audio Workstations or similar technology effectively within teaching.	Essential
Skills		
Excellent teaching and planning skills	Evidence of designing and teaching high quality and engaging wholeclass music lessons that inspire pupils and help them to develop musical skill, knowledge and understanding through sequential and progressive learning	Essential

Excellent interpersonal and communication skills	Demonstrable excellent communication and interpersonal skills and the ability to apply these to all dealings with schools, pupils and their families (where applicable), through face-to-face meetings, via email, and through online consultations	Essential
Excellent/engaging instrumentalist / performer	Evidence of excellent skills as a musician	Essential
Music technology	Demonstrable knowledge and experience of planning and delivering work based around and using music technology such as: . Sibelius/MuseScore . Cubase/Logic/Ableton/Pro Tools . GarageBand/Audacity/LMMS/Hydrogen . Charanga	Essential
Transport	Evidence of the ability to travel throughout the County of Cambridgeshire in order to carry out work.	Essential
Experience	Give an idea of the type and level of experience required do not specify years of experience.	
Teaching whole class curriculum music in Special Schools or at Foundation and Primary level	Evidence of a track record of teaching high quality whole class music lessons to pupils from EYFS through to the end of Key Stage 2 or in Special Schools	Desirable
Teaching whole class curriculum music	Evidence of a track record of teaching high quality whole class music lessons at any phase and an ability to pitch teaching at all levels and ages.	Essential
Designing and planning high quality schemes of work	Demonstration of planning of progressive and sequential schemes of work in line with current key documentation, such as the National Curriculum for Music, Model Music Curriculum and National Plan for Music	Essential
Assessment and monitoring	Evidence of appropriate documenting of student progress through assessment and monitoring.	Essential

Differentiation	Demonstrable ability to differentiate work in order to support individual student needs.	Essential
Extra curricular	Experience of running extra curricular music groups, such as choirs or orchestras	Essential
Equal opportunities	Ability to demonstrate awareness/understanding of inclusion, diversity, equal opportunities and other people's behaviour, physical, social and welfare needs	Essential
Safeguarding <i>(include for roles working with children/vulnerable adults)</i>	Demonstrate an understanding of the safe working practices that apply to this role.	Essential
	Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	Essential

Appraisal objective responsibilities for Teachers on UPS

Teachers on Upper Pay scale are required to demonstrate;

- a) that the teacher is highly competent in all elements of the relevant standards; and
- b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

The following represent service needs that could be addressed by teachers on the UPS. These areas will be translated into SMART objectives as part of the teacher's appraisal targets and should be agreed by their line manager in line with the service's planned programme of work. There may be more than one teacher involved in each area theme dependent on the needs of the service at the time.

UPS 1/2

Cross county project work

Take on an area of project work identified in the service's programme as part of a time limited project

Mentoring

Work with internal colleagues to support the development of their teaching practice in targeted areas and/or mentoring pre-threshold colleagues to meet the relevant standards.

UPS 2**Continuing Professional Development Programme**

Contribute to the service CPD programme by:

Contributing to and leading elements of network meetings

Supporting settings staff to guide them in best practice to develop provision in school Designing and delivering bespoke modules of training and practice

Supporting Quality Assurance Programme

Liaise with Quality Assurance peers and report to senior managers as required

Settings Music Network communications lead

Send regular updates to Music Coordinators

Attend relevant briefings for national development

Liaise and report as required to communications managers

UPS 3**Early Years and Special School Music Lead including cross county work related to; Research**

Programme design with team

Setting scoping and development plan implementation Settings liaison

Primary Music Lead - including cross county work related to;

Research

Programme design with team

Setting scoping and development plan implementation Settings liaison

Secondary Music Lead - including cross county work related to;

Research

Programme design with team

Setting scoping and development plan implementation Settings liaison